

CHAPTER III

RESEARCH METHOD

3.1 Research Design

Research design of this study is a correlational study. In completing the data, the researcher used the field research. In the field research, the researcher conducted the research for the students at the third semester at English Study Program of FKIP UIR Pekanbaru. The researcher gave a test to the students and ask them to answer the questions. Gay and Airasian (2000:321) explains that correlational research involves collecting data in order to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. Thus, this research is expected to describe the correlation between :

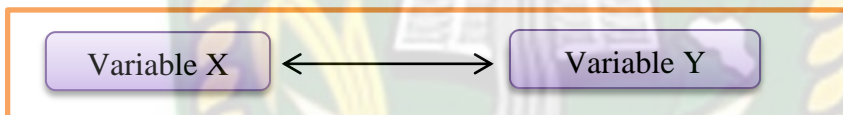


Figure 3.1 Research Design

Variable X : Reading strategy that used by lecturer

Variable Y : Students' Reading Comprehension

3.2 Location and Time of the Research

The location of this research is at English Study Program of FKIP UIR Pekanbaru at Jl. Kaharuddin Nasution no 113 Pekanbaru Riau.

3.3 Population and Sample of the Research

3.3.1 Population

Population is the group of interest to the researcher, the group which she or he would like the result of the study to be generalizable. (Gay and Airasian (2000:122)). The populations of this study was the third semester students in 2017/2018 Academic Year at English Study Program of FKIP UIR Pekanbaru. There were 6 (six) classes of the third semester consists of IIIA to IIIF.

3.3.2 Sample

The populations of the data are needed to be considered. Gay (1987:1070) stated that for descriptive research, the minimum size of the sample is 10% (ten percent) of the population and maximum of the sample is 50% (fifty percent) of the population. Based on the statement concerning the total of the sample of the research, the researcher decides to take the minimum size of the sample is 10% of the population. So, the researcher used the random sampling technique. The researcher choosed IIIA class as the sample of the research.

3.4 Instruments of the Research

Instrument is the tool to collect the data. This research used two kind of instruments. The first instrument was questionnaire for collecting data of the reading strategy that used by lecturer and the other one was a reading test to know students' reading comprehension.

3.4.1 Reading Comprehension

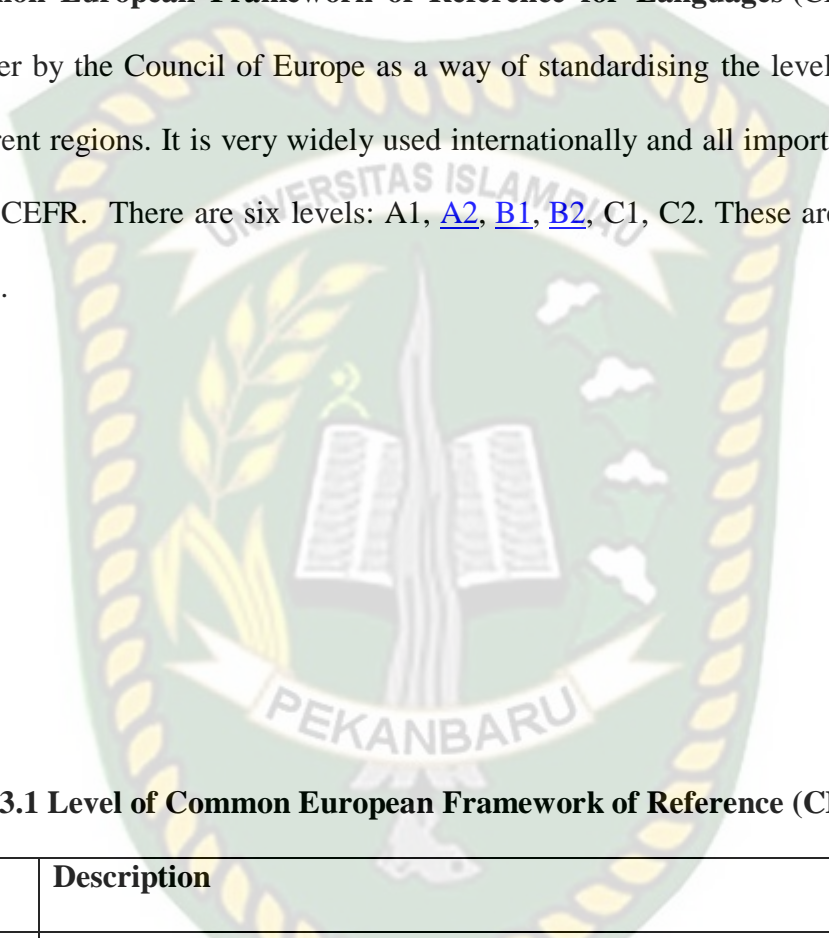
To see the students reading comprehension, the researcher used CEFR score. The CEFR is often used by policy-makers to set minimum language requirements for a wide range of purposes. It is also widely used in curriculum planning, preparing textbooks and many other contexts. It can be a vaualable tool for all of these purposes, but users need to understand its limitations and original intentions.

The scales in the CEFR are not exhaustive. They cannot cover every possible context of language use and do not attempt to do so. Whilst they have been empirically validated, some of them still have significant gaps, e.g. at the lowest level (A1) and at the top of the scale (the C levels). Certain contexts are less well elaborated, e.g. young learners.

The **Common European Framework of Reference for Languages** (CEF or CEFR) was put together by the Council of Europe as a way of standardising the levels of language exams in different regions. It is very widely used internationally and all important exams are mapped to the CEFR. There are six levels: A1, [A2](#), [B1](#), [B2](#), C1, C2. These are described in the table below.

Table 3.1 Level of Common European Framework of Reference (CEFR)

Council of Europe levels	Description
C2 Mastery	The capacity to deal with material which is academic or cognitively demanding, and to use language to good effect at a level of performance which may in certain respects be more advanced than that of an average native speaker. Example: <i>CAN scan texts for relevant information, and grasp main topic of text, reading almost as quickly as a native speaker.</i>
C1 Effective Operational Proficiency	The ability to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity and the capacity to deal with unfamiliar topics. Example: <i>CAN deal with hostile questioning confidently. CAN get and hold onto his/her turn to speak.</i>
Council of Europe levels	Description



B2 Vantage	The capacity to achieve most goals and express oneself on a range of topics. Example: <i>CAN show visitors around and give a detailed description of a place.</i>
B1 Threshold	The ability to express oneself in a limited way in familiar situations and to deal in a general way with nonroutine information. Example: <i>CAN ask to open an account at a bank, provided that the procedure is straightforward.</i>
A2 Waystage	An ability to deal with simple, straightforward information and begin to express oneself in familiar contexts. Example: <i>CAN take part in a routine conversation on simple predictable topics.</i>
A1 Breakthrough	A basic ability to communicate and exchange information in a simple way. Example: <i>CAN ask simple questions about a menu and understand simple answers.</i>

**Source: "ILR scale." Wikipedia, The Free Encyclopedia. Wikipedia, The Free Encyclopedia, 4 Dec. 20178 Web.*

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. This makes it easy for anyone involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications. It also means that employers and educational institutions can easily compare our qualifications to other exams in their country.

The indicator of Common European Framework of Reference (CEFR) test is as follow:

Table 3.2 Indicator of CEFR

NO	Indicator CEFR
1	Language Use
2	Reading
3	Listening
4	Writing

3.4.2 Reading Strategy (Questionnaire)

Questionnaire was distributed to the students to find what types of strategies that they might employ in learning English. The researcher adapted the questionnaire from Survey of Reading Strategies Questionnaire that provide with 30 items in which category (13) items

Global Reading Strategies, (8) items Problem Solving Reading Strategies, and (9) Support Reading Strategies.

3.5 Data Collection Technique

In completing the data, the next step of this research was collecting the data; the function of data collecting is to determine the result of the research. The researcher used some technique in collecting data.

3.6 Data Analysis Technique

The data was taken from the sample of the research was analyzed by using the following formula :

- a. To interpret the level of reading strategy that was used by lecturer (questionnaire)
- b. To interpret the level of students reading comprehension (reading test)
- c. To test the hypothesis (whether or not any significant correlation between variable X and variable Y) using correlation formula by using SPSS 22.



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